



Communicative methods in teaching English language as a second language

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Abstract: The main purpose of the article is to provide students with the opportunity to independently acquire knowledge in the process of solving practical problems or problems that require the integration of knowledge from various subject areas. This article discusses the most effective methods of teaching a foreign language and their use in the educational process.

Keywords: *communicative competencies, communicative culture, project method, multimedia programs, information technologies.*

There are different approaches to teaching English; the main thing is to choose methods that would suit you and your students. Each teacher chooses his own method of teaching English. The emergence of new information technologies associated with the development of computer tools and telecommunications networks has made it possible to create a qualitatively new information and educational environment as a basis for the development and improvement of the education system. The use of information technology opens up new opportunities in teaching a foreign language, because modern training programs, the use of the Internet have advantages over traditional teaching methods; activate the potential of knowledge, skills, and communicative competencies of the student. Students have the opportunity to take part in contests, Olympiads, quizzes, tests conducted on the Internet, take part in video conferences, receive information on a problem of interest, news, articles from newspapers and magazines, etc.

One of the most effective ways to use a computer is to use multimedia presentations. The teacher uses an interactive whiteboard in the lesson, attracting the attention of the entire group of students. Multimedia programs have unlimited possibilities, which makes it possible to present any kind of activity in the form of animation or images. In foreign language lessons, educational presentations, all kinds of information objects are most often used: lexical, grammatical material, texts, and dictionaries. The most accessible way to use information technology in foreign language lessons is the use of cognitive and educational programs. Programs are most often compiled in a playful way, which allows students too easily and quickly assimilate new material, consolidate previously studied. Among the exercises, special attention is paid to practically necessary forms: perception of foreign speech by ear, speaking and memory development. The effectiveness of the use of information and communication technologies in the field of teaching a foreign language depends on the chosen methodology, methods and forms of their application. It is very important how well the teacher knows the methodology of working with computer technologies, what resources he uses in teaching activities.

Communicative method: To create a communicative environment in the classroom, it is important to maintain high activity of each student. Even if the children are silent, they can be busy with mental work: pondering their answer, comprehending the statements of the interlocutors. It is not easy to create such an environment. It is important for the teacher to gather the attention of all those present with a task to extract and use information from a dialogue or monologue of students, to comment on



the response of comrades. It is very important to encourage each student's answers for perseverance, ingenuity, and extraordinary thinking. Project method: One of the ways to activate students in the process of learning foreign languages is the project method. An educational project is a complex of search, research, graphic and other types of work performed by students independently for the purpose of practical or theoretical solution of any problem. Types of projects that students can use: – role-playing games, dramatizations (holidays, musical programs, performances, etc.); - research (regional studies, projects;

Creative tasks motivate students; create a foundation for generalization of scientific knowledge, historical, etc.); - multimedia presentations, educational cooperation, communication of all participants in the educational process. In order to maintain the interest of students in a foreign language during its study, methodological techniques are used that activate the speech-thinking activity of schoolchildren. Each lesson is communication in a foreign language, knowledge of the life of the country and the people of the languages being studied. The necessary didactic material, additional literature contributes to the formation of skills and abilities of all types of speech activity (all kinds of supports, test tasks in grammar, vocabulary, reading; listening texts, educational games). Integrated lessons in Tatar and English are interesting. By demonstrating interesting aspects of life and culture of the native land, characteristic only for this people, attention is also drawn to the formation of a stable interest and love for their village, city, and Homeland. Students listen to information about the Republic of Uzbekistan, about its capital, about the architectural heritage and sights of the city of Tashkent, about Uzbek cuisine. Schoolchildren especially like the work of composing and solving crosswords on regional topics, the design of exhibitions, stands, drawings, abstracts. Non-traditional forms of lessons have a positive impact on the relationship between teacher and student, create an atmosphere of cooperation and creativity, contribute to the achievement of common goals.

If we talk about the project method as a pedagogical technology, then this technology assumes a set of research, search, problem methods, creative in nature. Within the framework of the project, the teacher is assigned the role of a developer, coordinator, expert, and consultant. The teacher can suggest sources of information, or he can simply direct the students' thoughts in the right direction for independent search. But as a result, students must solve the problem independently and in joint efforts, applying the necessary knowledge, sometimes from different fields, to get a real and tangible result. All work on the problem thus acquires the contours of project activity. Of course, over time, the idea of the project method has undergone some evolution. Born from the idea of free education, it is now becoming an integrated component of a fully developed and structured education system. But its essence remains the same - to stimulate students' interest in certain problems involving the possession of the necessary amount of knowledge and through project activities, providing for the solution of these problems, the ability to practically apply the knowledge gained, the development of reflex and critical thinking. The project method becomes an "integrated" component of a fully developed and structured education system. The popularity of the project method is provided by the possibility of combining theoretical knowledge and their practical application to solve specific problems. In addition, the project method supports the formation of new approaches to the organization of pedagogical management, is one of the effective means of building a personality-oriented pedagogical system. The implementation of the project method seems to us to be most effective with the help of multimedia tools and on the basis of interactive learning aimed at activating



the mental processes of students, ensuring understanding of information, bringing the student to the position of the subject of learning, achieving two-way communication in the exchange of information between students.

An integral part of interactive technology is the use of multimedia as a source for independent search and exchange of information. At English lessons, using the Internet, you can solve a number of didactic tasks: to work out reading skills and abilities using materials from the global network; to improve students' writing skills; to replenish students' vocabulary; to form a stable motivation to learn English. In addition, the teacher should monitor and study the possibilities of Internet technologies and use them to broaden the horizons of students, establish and maintain business ties and contacts with their peers in English-speaking countries. Students can take part in tests, quizzes, contests, Olympiads held on the Internet, correspond with peers from other countries, participate in chats, video conferences, etc. Students can receive information on the problem they are currently working on as part of the project. The main goal of learning a foreign language is the formation of communicative competence; all other goals (educational, educational, and developmental) are realized in the process of implementing this main goal.

The communicative approach implies learning to communicate and the formation of the ability for intercultural interaction, which is the basis of the functioning of the Internet. Outside of communication, the Internet makes no sense — it is an international multinational, cross-cultural society whose life activity is based on electronic communication of millions of people around the world speaking simultaneously — the most gigantic conversation that has ever taken place in terms of size and number of participants. By engaging in it in a foreign language lesson, we create a model of real communication. Communicating in a true language environment provided by the Internet, students find themselves in real life situations. Involved in solving a wide range of significant, realistic, interesting and achievable tasks, schoolchildren learn to respond spontaneously and adequately to them, which stimulates the creation of original statements, rather than template manipulation of language formulas. The Internet is an excellent tool for getting information about the latest events in the world.

Thus, with the help of the network, it is possible to turn a lesson into a news program, and students into first-class reporters. As one of the variants of the project assignment, students can be invited to work in twos or threes, to research articles covering all aspects of life: editorials, sports, weather, and culture. The advantage of such work lies in the full involvement of the entire group, combined with the differentiation of tasks: some students with a higher level of knowledge can study more difficult articles from the field of politics and economics, while weaker ones can be assigned a report on weather conditions or news from the field of culture and sports. The result of such work may be the creation of a page dedicated to one specific event, where it is necessary to try to give a neutral vision of the problem based on the analysis of information from various news agencies. It is also necessary to specify hyperlinks to sources here. For the development of intercultural competence, the study of articles on a certain topic by only one of the news agencies for a long period of time also has its advantages: having thoroughly studied the problem, students will be able not only to determine the position of this country to the problem being studied, but also to identify the grounds for such a point of view, and, accordingly, will be able to predict the development of events. After the work done, a discussion or teleconference is needed, where the work of each student or group will be a separate sector of the common problem. Thus, by sharing the results of their work and putting them

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together, students will receive a multifaceted picture of the event, which will allow them to understand the reasons for what is happening and quite likely will aim them to find the optimal solution. They will be able to pack their luggage themselves and recommend the necessary things to their customers, call the contact phone number of airlines and hotels to get information about the availability of tickets and free seats, fill out visa and passport forms. The necessary instructions are offered in English. Students can be tasked to develop in groups and present a route for a tourist group, which includes the most interesting places and sights of a particular English city. Students need to provide a report that includes the route of the trip, a description of the sights they met in the city at a particular station, and the time spent. The report can take the form of a travel diary and a photo album, a guidebook for guests of the city, which will mark interesting places of the city and the metro stations closest to them. The development of education nowadays is organically linked with an increase in the level of its information potential.

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